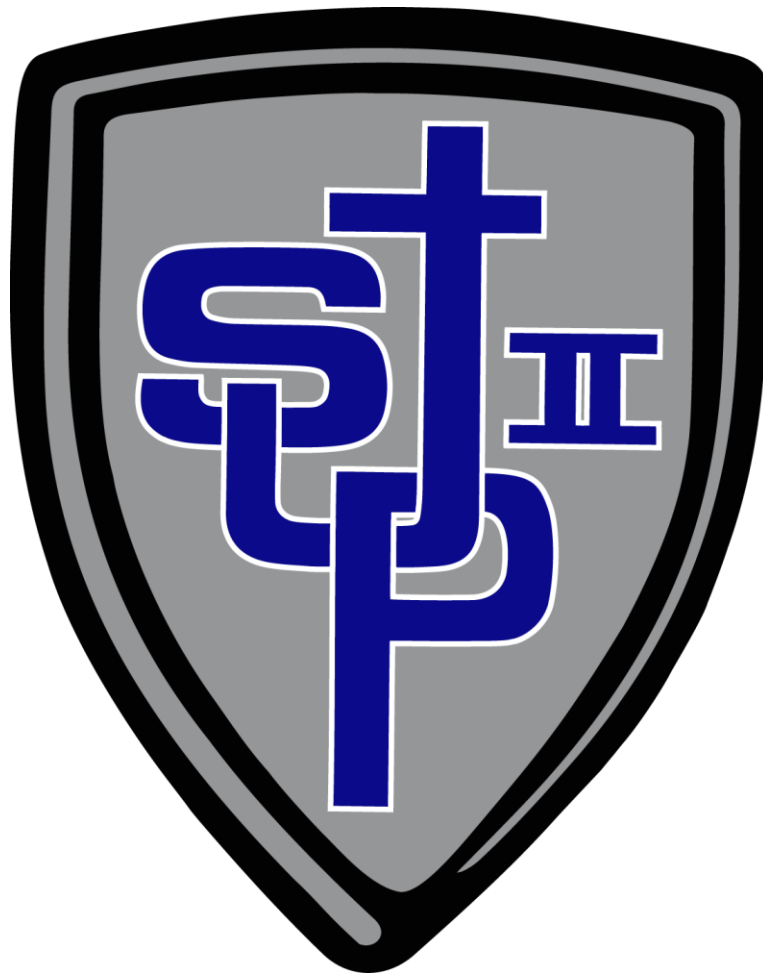

St. John Paul II Catholic School

3-Year Education Plan and Annual Education Results Report (AERR)



2018-2021

St. John Paul II Catholic School strives to be a Christ-centered school where staff and students grow in the community of the Holy Spirit. Our mission statement encourages our school community to follow in the mission of our namesake, St. John Paul II.

Inspired by Saint John Paul II, we learn to "proclaim, celebrate and serve the gift of life. Be not afraid!"

**CORE VALUES:
Discipleship, Love,
Community and Innovation**

This year our school community focuses on the theme for the year: *Listen to God's Word with Joy*

Accountability Statement

The St. John Paul II Catholic School education plan for the three years commencing September 1, 2018 was prepared under the direction of the board in accordance with responsibilities under the School Act and the Government Accountability Act. This education plan was developed in the context of the provincial government's business and fiscal plans. The board is committed to achieving the results laid out in this education plan.

St. John Paul II Improvement Priority Areas For 2018 – 2021

1. Differentiation programming/assessment for individual needs in Grades K-8 with a focus on numeracy.
2. Continued Improvement in Standard of Excellence scores for Grade 6 students in English Language Arts, Mathematics, Social Studies and Science.

School Profile

Built in 1982, St. John Paul II Catholic School serves approximately 450+ families in and around the Stony Plain area. In a Catholic faith environment, St. John Paul II Catholic School strives to help families develop moral well-rounded young people. In addition to successful programs in language arts, mathematics, social studies, science, health, physical education, art, music, band, and religion, students have many opportunities for community service, in and out of school field trips as well as co and extra-curricular teams, clubs, and activities. Complementary courses offered at the junior high level include French, Special Projects, Art, Drama, Performing Arts, Active Living, Food Studies, Sewing, Coding, Design Studies, Outdoor Education and Peer Mentorship. Students in Grades 4-8 participate in a BYOD (Bring Your Own Device) Initiative and students and teachers enjoy two portable laptop carts in Grades K-3, a student-centred junior high FLEX block to focus on enrichment and support, as well as dedicated Music/Band/Drama/Science/Multi-purpose rooms. St. John Paul II Catholic School offers extensive programs in the areas of co-curricular teams and activities for students, as well as school clubs centered on student interest.

The first modernization to the school was completed in 2003. A second modernization and expansion to St. John Paul II Catholic School was completed in 2017.

Community support and involvement are high as St. John Paul II Catholic School plays an important role in the Stony Plain and area community. Our relationship and interaction with the Parish is also strong and ever growing. Our goal is to prepare moral well-educated Christian leaders who had the benefit of excellent learning opportunities, dedicated teachers, and an opportunity to explore and exercise their respective talents in academics, fine arts, sports, and community service in a faith-based environment.

C. Escott
Principal

**Enrollment for 2018-2019 is 661 (622 FTE)
broken down as:**

Grade	Enrolment (at Oct 9, 2018)	Classes	Average Size
Kindergarten	79	4	19/20
1	71	3	23/24
2	67	3	21/23
3	63	3	20/22
4	75	3	24/26
5	84	3	28
6	71	3	23/25
7	77	3	25/26
8	75	3	25

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	St. John Paul II Catholic Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.7	88.6	88.2	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	90.0	87.4	84.9	81.8	81.9	81.7	Very High	Improved	Excellent
	Education Quality	90.4	90.7	91.2	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	*	*	n/a	2.3	3.0	3.3	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	82.7	78.6	81.4	73.6	73.4	73.3	High	Maintained	Good
	PAT: Excellence	18.0	10.4	15.7	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	72.9	83.3	80.4	82.4	82.7	82.4	Intermediate	Maintained	Acceptable
	Citizenship	86.3	84.2	83.9	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	78.8	81.9	80.3	81.2	81.2	81.0	High	Maintained	Good
Continuous Improvement	School Improvement	87.3	78.9	80.6	80.3	81.4	80.7	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	81.4	81.4	84.2	78.6	82.7		High	Maintained	Good	80	80	80
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	20.1	19.6	17.1	10.4	18.0		Intermediate	Maintained	Acceptable	20	20	20

Comment on Results

St. John Paul II Catholic School continues to focus school goals on differentiation through literacy and numeracy for our K-8 students. Over the past few years, elementary teachers have been given opportunities to expand their knowledge of the Daily Five literacy structure and differentiation through our learning coach and PLC (Professional Learning Communities) collaboration. Teachers are now focusing on Learning Sprints (making small incremental change) as it relates to numeracy. Junior high teachers have been given opportunities to build on differentiation and assessment through the learning coach and PLC collaboration. Continuing this year, teachers in elementary and junior high will focus on Learning Sprints to improve teaching practise which has been proven as having the most significant impact on student learning. These skills translate to the students in our classrooms.

We are pleased to see our performance measures in Grade 6 PATs being maintained at such a high level in the acceptable standard across all four subjects. However, teachers will continue to have conversations in PLCs to address student learning strategies to improve PAT Standard of Excellence scores in Mathematics.

Strategies

In order to continue to achieve success in areas of literacy and numeracy, St. John Paul II Catholic School has committed to the following strategies to maintain our successes:

- Learning Sprints Meetings - Numeracy and Student Learning
 - K-6 – our school goals identify differentiation with students with a specific focus on numeracy to allow teachers opportunities to improve their practise through safe and reflective. This goal allows teachers to conference and provide feedback to individual students so that individualized programs are successful.
 - Our Early Literacy support program continues to be inclusive so that we have a lead teacher who works directly within the classroom and team teaches with our primary teachers so that all students are inclusive within their classroom. We also have an instructional learning coach available to provide pedagogical guidance and support as well as developing collaboration within our school community. Our K-6 teaching staff continue to have regular PLC opportunity once per week (40 min) which allows them to collaborate with grade level partners. Continuing this year is a multi-level PLC opportunity once per month (60 min) to allow teachers to collaborate with colleagues at other grade levels as well as the learning coach and our Inclusive Ed Coordinator to share ideas and discuss the impact of teaching on student learning.
 - Junior High (Grades 7-8) – teachers focus on differentiation for students through technology integration and critical thinking activities to ensure student success at all levels. This year, teachers will focus on reflecting on their teaching practise to ensure the greatest impact on student learning. Our teachers will continue to focus on technology integration within their learning outcomes as we have the BYOD (Bring Your Own Device) Initiative going into our second year for Grades 4-8.. Our learning coach and tech coach are provided for teachers to assist in planning, modelling and a collaboration of ideas. Our Junior High staff continue to have regular PLC opportunities on a monthly basis (80 min) which allows them to collaborate with grade level partners and a facilitator to provide continuity to the junior high program for student success.
- Professional Development – much of our PD opportunities are available through ERLC (continued “train the trainer” model) and through collaborative practise. This year, most of our PD days are focusing on student wellness.
- Inclusive Education – our school focus is inclusivity for all K-8 students. This means a collaborative partnership between subject specific teachers in Language Arts and Mathematics as well as Inclusive Education specialists to ensure all student needs are being met through team teaching opportunities and collaborative planning of lessons and learning outcomes.
 - K-3: Early Literacy teacher is provided in each classroom three times per week to support Daily 5 activities
 - Grade 4-6: Team teacher support is provided in classrooms where additional student support is needed 2-3 times per week during LA and/or Math blocks. There is also support through our Student Services in classrooms 2-3 times per week.
 - Grade 7-8: Language Arts and Math teachers team teach in classrooms where additional student supports are needed at least 3-4 times per week.
 - Inclusive Education Coordinator – works directly in classrooms with students and teachers while also providing support for a variety of student needs. The Coordinator also collaborates with parents on a regular basis to keep them involved in student progress,
 - School Counselors – works directly with students and teachers to provide social and emotional support as needed.
 - School Social Worker - works directly to provide support to families and connect them with outside agencies while supporting school interventions.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		2018	Achievement	Improvement	Overall	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	86.1	84.7	82.8	84.2	86.3		Very High	Maintained	Excellent	80	80	80
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	80.3	81.9	76.0	83.3	72.9		Intermediate	Maintained	Acceptable	80	80	80

Comment on Results

St. John Paul II Catholic School continues to focus on creating active citizens who are strong, critical thinkers with a focus on our Catholic faith. This year our division theme is "Listen to God's Word with Joy". We are committed to further developing student leadership within our school community from Grades K-8 to encourage our students to take responsibility for their actions, be aware of the needs of the world around them and to realize what they need to be effective global citizens. Through a variety of social justice projects such as supporting the local food bank and other local charities as well as sharing our time with the elderly, students have opportunities to give to others. We also support initiatives within our school where older students "buddy" up with younger classes throughout the year and participate in a variety of activities such as reading together, attending mass and celebrations together, and creating projects.

We are pleased to see the results from the previous year be consistent while increased. We have been determined to provide numerous opportunities for parent input and communication regarding our acts of citizenship here at the school so parents are well-informed on the skills and behaviors we are experiencing from our students.

Strategies

At St. John Paul II Catholic School, we continue to maintain and develop the student leadership skills through our school's mission statement (*Inspired by St. John Paul II, we learn to "proclaim, celebrate and serve the gift of life. Be not afraid!"*) as well as our CORE VALUES (*discipleship, love, community and innovation*) we have committed to the following strategies:

- The addition of the Seven Sacred Teachings to guide student appreciation of Indigenous teaching has been promoted through student assemblies and class discussions.
- Multi grade level assemblies – use our division theme "Listen to God's Word with Joy" to model to instill values of caring and compassion in all of our students.
- Student leadership – continue to make our faith and our celebrations about others, rather than about themselves, encouraging and preparing students to take a leadership role within celebrations and throughout the school.
- Peer Mentorship option – students have opportunities to be role models for younger students looking for a "buddy" to feel connected to.
- Student Council – students are given a leadership opportunity in junior high to be in charge of events and changes related to school climate while working to provide bonding opportunities as well as local social justice opportunities.
- Lenten service projects – continue to participate in Catholic charities, such as Chalice and local charities to create empathetic students.
- Parish Connections – each grade level of teachers developed an "Action Plan in the previous year on how to continue to promote more parish/school connections. We continue to organize visits for each grade level from 1-8 to learn from our church priests. We are committed to continuing to work in conjunction with our parish to instill values of the Catholic faith in all of our students. We continue to support the sacraments within the school with the whole school community.
- Grade 8 students participated in the social justice event "We Day" and will use that to create social justice projects to help improve the lives of those living in our community and around the world.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	82.1	*	83.3	*	*		*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	28.6	*	4.2	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

St. John Paul II Catholic School has a positive history of our Indigenous students who have consistently achieved the acceptable standard on the Provincial Achievement Tests for Grade 6. In the past, the standard of excellence for Indigenous students has been higher than the overall average of Grade 6 PAT scores for all students within our school. However, this year saw a significant decrease in students who achieved the Standard of Excellence on Math PAT scores. Our continued goal is to increase these scores as in the past and create a positive trend.

Strategies

Continued recognition and support for all Indigenous students at St. John Paul II Catholic School through:

- Annual participation in the local Aboriginal Days (Stony Plain) celebration for a variety of students in Grades 2, 4 and 5 and for Children in Care.
- Guest speakers and activities to promote positive culture differences and similarities within the school community.
- Teacher leads to promote FNMI learning with division support and teacher liaison.
- Continued counseling support to students for academic, family and emotional support for success.
- Continued support through the Rainbows program which helps students to deal with loss (death, divorce, and family separation).
- Continued literacy support through resources that promote Indigenous customs and traditions.
- Continued support through purchase of resources in a variety of subject areas to promote positive culture differences and similarities within the school community.
- Staff Awareness through the support of a division coach and reflective of new Teacher Quality Standards.
- Development of an FNMI Committee organized by teachers to promote positive awareness through activities such as Orange Shirt Day, blanket exercises and our bi-annual Youth Awareness Day in Grades 7-8.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.3	88.8	87.3	88.6	88.7		Very High	Maintained	Excellent	85	85	85

Comment on Results

We are very pleased to continue to receive such positive support from our parent community and St. John Paul II Catholic School is seen as a caring and respectful school. Our number one priority is to ensure that our students feel safe coming to school and that they feel respected. St. John Paul II Catholic School focuses on the four CORE VALUES of our school – discipleship, love, community and innovation. Each classroom follows the same philosophy and those words are used throughout the school when dealing with a variety of student conflicts. We also focus our student leadership on Catholic values to ensure a common language within the school community. The teachings of the Gospel guide our daily interactions as a school community with the focus being on respect for yourself, others, property and learning. All staff focus on Expected/Unexpected behaviours through the Social Behaviour Mapping.

Strategies

We are committed to the following strategies:

- Counseling – opportunities for students to have academic and emotional support through strong counseling program at the K-8 level through a variety of programs which include individual counseling, as well as groups that focus on anger management, anxiety, social stories, social skills, friendship and dealing with loss. In the past couple of years, we have increased our counseling support here at the school.
- Inclusive Education Coordinator – provides support to students, teachers and parents for students who have difficulty in the traditional learning environment to ensure student success in the inclusive classroom. We have inclusive education support in all grade levels through team teaching.
- School Social Worker – contracted position to provide support to families in accessing community programs to ensure success.
- Learning Coach – provides support to teachers in pedagogical strategies to build on the competencies of students as engaged thinkers, ethical citizens with an entrepreneurial spirit in the 21st century.
- Tech Coach – support for teachers in Grades 4-8 in working with our BYOD (Bring Your Own Device) Initiative so that teachers use technology as a tool for students to support engagement and student learning.
- Student Leadership – opportunities for students to continue to make our faith and our celebrations about others, rather than about themselves, encouraging and preparing students to take a leadership role within the school community.
- Student “Buddy” Activities – while being in a K-8 school can provide some challenges such as a varied timetable between divisions, it also allows for connections between students to experience role modelling. Students are paired up with “buddies” for a variety of activities to promote collaboration and a Christ-like environment.
- Educational Programs – we continue to develop our students holistically through Career and Technology Foundations courses such as fine arts, band, early literacy intervention programs, French as a second language, music, technology and physical education specialists and a variety of educational options in junior high.
- Use of Social Behavior Mapping with expected and unexpected behaviors.
- Learning Sprints Collaboration – K-8 teachers have regular opportunities to meet with grade level partners and multilevel partners to collaborate on curriculum outcomes and best practises. These provide opportunities to implement small incremental changes in teaching practises and to discuss good pedagogical practises, school goals and professional growth plans.
- Parish Connection – focusing on partnerships with organizations and service projects at Holy Trinity Catholic Church through a grade level “Action Plan” to increase school and parish connections and organized educational masses. Our School Council also has a parent rep who communicated regularly with the parish and acts as a conduit to the school.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	81.6	83.0	84.4	87.4	90.0		Very High	Improved	Excellent	85	85	85

Comment on Results

Once again with consistent results, we are very pleased to see that a high majority of our staff, parents and students are satisfied with the education our children are receiving at our school and that students are offered a broad program of studies. We are always searching to find new and innovative ideas as well as working diligently to improve our pedagogy and practice as educators. We believe in teacher specialists in a variety of subject areas to support teachers and to improve student success – band program specialist for Grades 6-8, physical education specialist at K-3, school counselors, Inclusive Ed Coordinator, learning coach and social worker at the school level to support teachers, students and families. We have successfully implemented the BYOD (Bring Your Own Device) program for students in Grades 4-8.

Strategies

As we work to maintain our high levels of satisfaction with our school community, we are committed to the following strategies:

- Counselling to meet the needs of our students globally – academically and emotionally
- Division chaplain to support student spiritual growth
- Educational programs – we continue to develop our students holistically through fine arts, band, early literacy support, language arts and math support, French as a second language, music and physical education specialists, and a variety of educational CTF options in junior high (Leadership, Special Projects, Active Living, Drama, Performing Arts, Peer Mentorship, Foods, Art, Technical Theatre, Design Studies, Coding, Sewing, Broadcasting, Outdoor Education)
- Teacher specialists – Inclusive Education, counseling, primary physical education, literacy specialist, learning coach, tech coach, fine arts specialist
- Family support – direct access to a school social worker to work with families and provide access to community programs and outside supports

Professional Development in K-8 has focused on wellness to build students' overall health support. This allows each teacher to offer an inclusive classroom where every child can be successful and learn at their own pace while being supported as an individual. This ensures the success of all students through positive and proactive opportunities. The focus in the upcoming year will continue to be on numeracy skills. Our Junior High classes continue to have opportunity for a weekly FLEX block (40 min) where students choose learning opportunities that are an extension or review of concepts learned in class.

Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Five: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	80.2	80.5	82.4	78.9	87.3		Very High	Improved	Excellent	80	80	80
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.4	84.6	74.3	81.9	78.8		High	Maintained	Good	80	80	80
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.1	92.8	90.2	90.7	90.4		Very High	Maintained	Excellent	80	80	80

Comment on Results

St. John Paul II Catholic School is pleased to see the annual consistent and maintained performance from the previous year's results regarding our school's high rate of success. We will continue to work on learning outcomes, providing programming for student variation of learning needs and working towards the development of the whole child.

We continue to focus on improving our parental involvement so that our parent community feels connected to the daily learning of their child. We have continued to focus on school communication to ensure that parents have numerous opportunities to be involved in decisions regarding their child's education at our school. Some of these include teacher communication through Class Dojo, Remind or SeeSaw as well as the continued weekly Principal's Message that is emailed out to all parents highlighting upcoming events at the school each week. This continues as the feedback was very positive. Our school has also communicates through a school Facebook page along with our Twitter page to inform parents through social media.

The last performance measure deals with satisfaction of the overall quality of basic education. We are very pleased to see the continued positive results. St. John Paul II Catholic School has a very strong network of families and supportive parent and school community.

Strategies

As noted in the past few years, the following strategies will be continued to ensure overall satisfaction within the collaboration of our school community and stakeholder satisfaction:

- Continued communication between school and home – weekly principal email messages, daily/weekly teacher emails, school website information and calendar, student portals, teacher communication through Class Dojo, Remind and SeeSaw, student agenda envelopes, and ConnectEd as well as Facebook and Twitter accounts to promote school events.
- Parent-Teacher Interviews have now become standard prior to student report cards to initiate immediate connection with parents on student progress so that the focus of the interview is about learning and not the child's academic achievement. We continue to implement a school-wide set of interviews prior to student report cards as previous years were positive as teachers, students and parents work as a collaborative group for success.
- School Council – continued support for school initiatives through sponsorship for school events, fundraisers and hosting information sessions such as community registration night, and the annual AGM.

Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

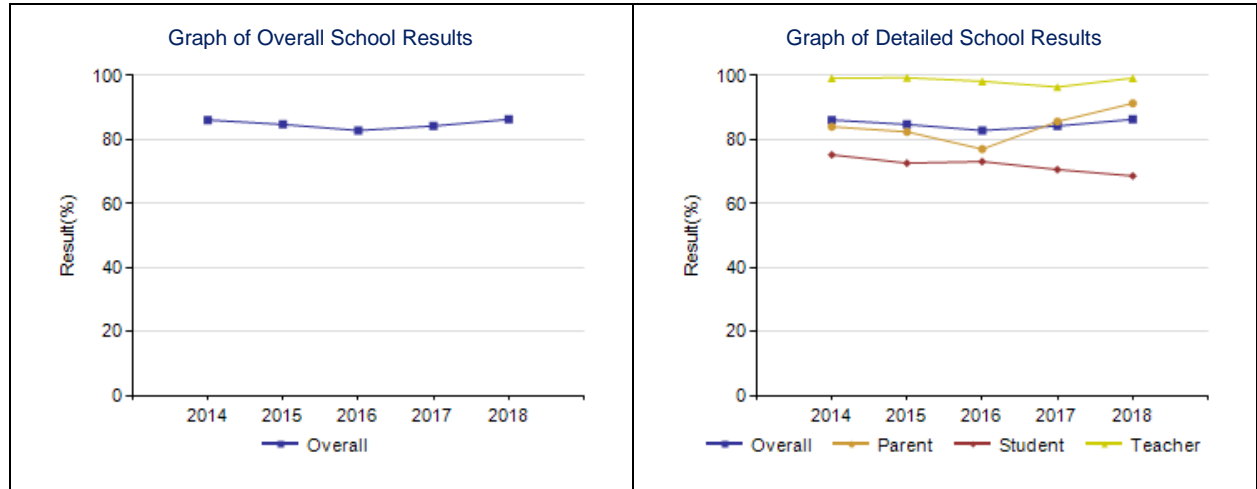
APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	86.1	84.7	82.8	84.2	86.3	83.7	84.2	81.6	84.2	85.2	83.4	83.5	83.9	83.7	83.0
Teacher	99.2	99.3	98.2	96.4	99.2	97.5	97.7	98.4	98.0	98.1	93.8	94.2	94.5	94.0	93.4
Parent	84.0	82.4	77.0	85.6	91.3	83.3	83.6	77.6	84.0	83.6	81.9	82.1	82.9	82.7	81.7
Student	75.2	72.6	73.1	70.6	68.6	70.4	71.5	68.8	70.6	73.8	74.5	74.2	74.5	74.4	73.9

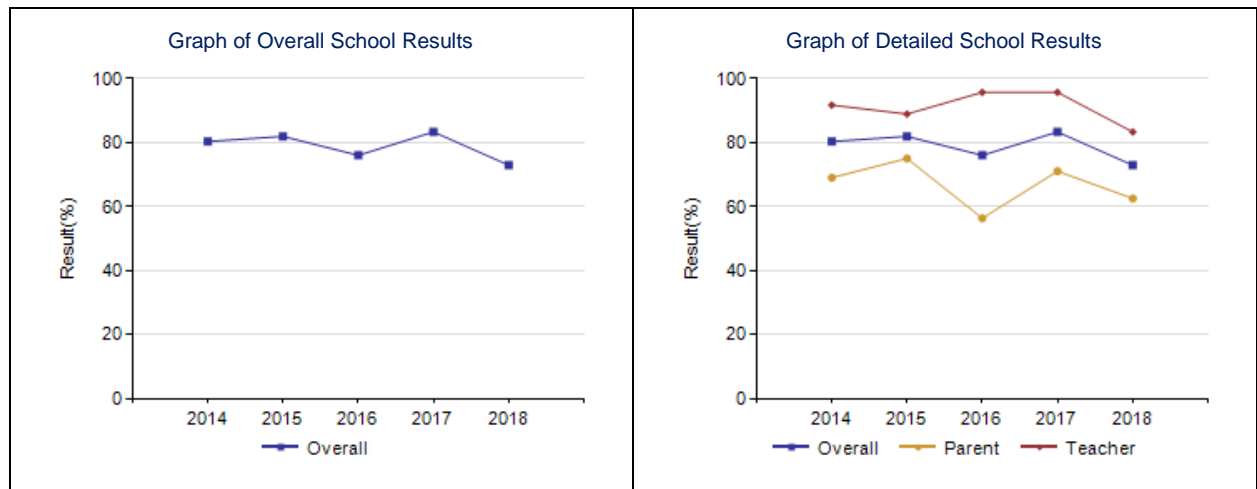


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	80.3	81.9	76.0	83.3	72.9	85.7	83.0	81.0	86.0	84.7	81.2	82.0	82.6	82.7	82.4
Teacher	91.7	88.9	95.7	95.7	83.3	93.3	91.0	96.1	94.7	94.3	89.3	89.7	90.5	90.4	90.3
Parent	69.0	75.0	56.3	71.0	62.5	78.1	75.0	66.0	77.3	75.0	73.1	74.2	74.8	75.1	74.6



- Notes:
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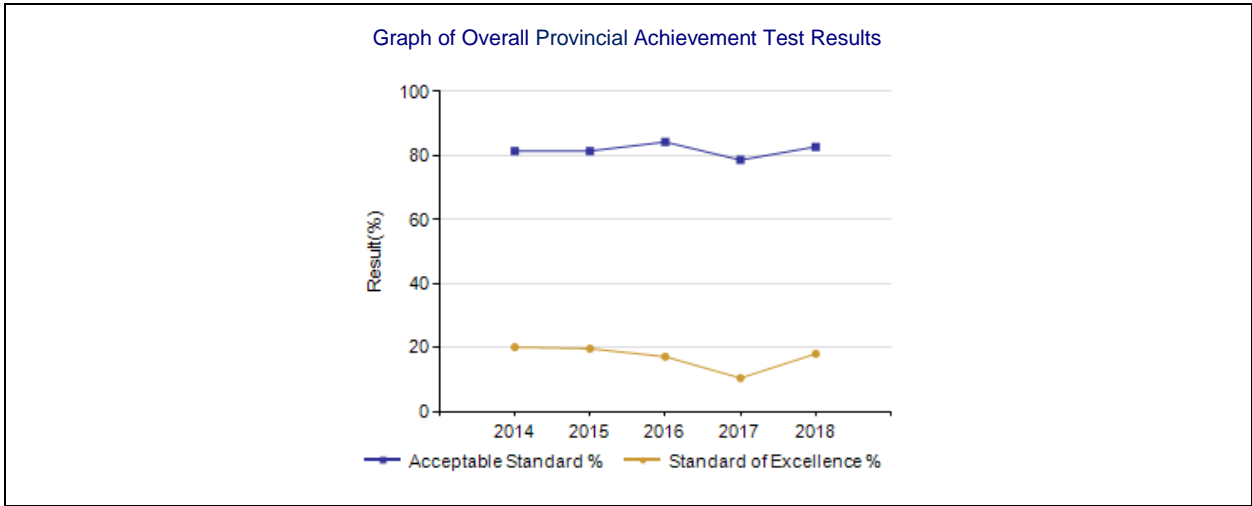
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	90.2	25.6	96.2	21.8	94.7	19.7	85.7	8.6	89.3	17.3		
	Authority	89.0	17.8	89.7	15.4	89.8	17.9	85.8	10.4	88.0	15.6		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1		
Mathematics 6	School	80.5	14.6	74.4	15.4	81.6	6.6	65.7	5.7	74.7	9.3		
	Authority	76.1	13.3	78.8	11.5	78.3	11.2	72.9	8.8	79.1	9.6		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	School	80.5	26.8	88.5	24.4	89.5	27.6	82.9	14.3	84.0	30.7		
	Authority	80.9	23.6	83.3	21.8	87.5	27.2	85.2	25.9	86.4	33.2		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	School	74.4	13.4	66.7	16.7	71.1	14.5	80.0	12.9	82.7	14.7		
	Authority	74.8	14.9	74.4	13.8	74.4	18.8	79.8	17.0	79.7	22.9		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	84.3	14.6	82.1	9.7	84.1	11.1	82.9	11.8	79.0	10.7		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	75.0	0.0	84.6	0.0	65.2	0.0	90.9	0.0	50.0	8.3		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	72.8	14.8	67.8	13.0	64.4	10.9	65.6	12.4	56.0	9.7		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	75.0	8.3	71.4	19.0	62.5	4.2	82.4	0.0	53.8	7.7		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	82.4	25.0	78.6	18.5	79.6	19.2	77.3	19.3	82.6	20.7		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	81.8	27.3	77.8	22.2	90.9	0.0	25.0	0.0		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	72.7	28.1	70.5	19.9	64.3	15.4	73.8	21.2	67.7	17.2		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	80.0	10.0	70.0	40.0	76.5	5.9	70.0	10.0	44.4	11.1		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

Notes:

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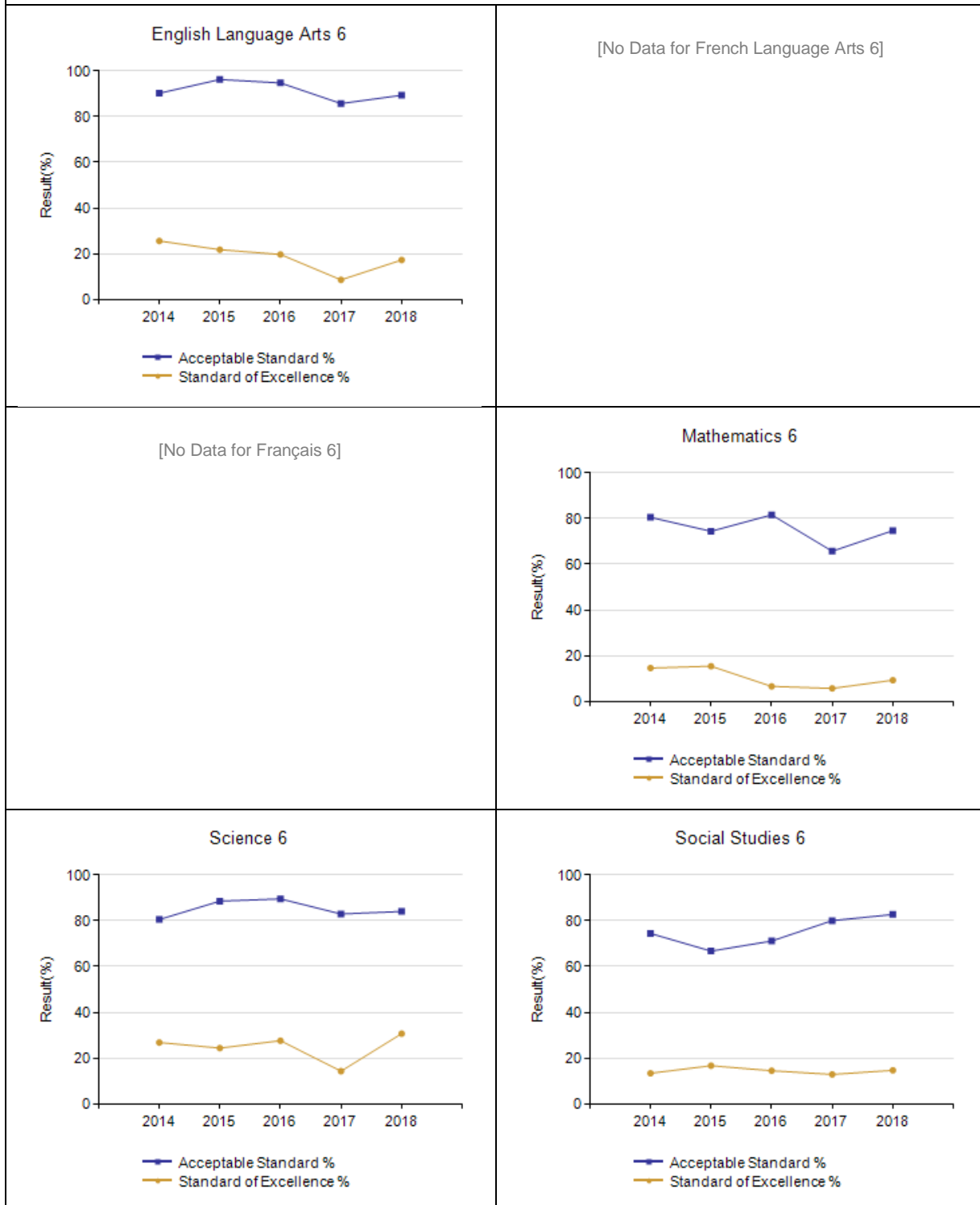
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.



Notes:

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Graph of Provincial Achievement Test Results by Course



Notes:

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3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		St. John Paul II Catholic Sch							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Maintained	Good	75	89.3	75	92.2	51,540	83.5	48,248	82.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	75	17.3	75	16.7	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,007	86.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	75	74.7	75	73.9	51,486	72.9	48,172	71.6
	Standard of Excellence	Low	Maintained	Issue	75	9.3	75	9.2	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	75	84.0	75	86.9	51,517	78.8	48,180	77.1
	Standard of Excellence	High	Improved	Good	75	30.7	75	22.1	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	High	Improved	Good	75	82.7	75	72.6	51,525	75.1	48,170	71.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	75	14.7	75	14.7	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,822	76.1	44,296	76.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	55.7	1,543	60.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	5.9	1,543	5.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,660	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,660	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,603	59.2	43,851	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	57.4	1,983	59.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,810	75.7	44,341	74.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	64.6	1,522	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,840	66.7	44,267	65.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	55.2	1,493	57.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	14.2	1,493	11.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

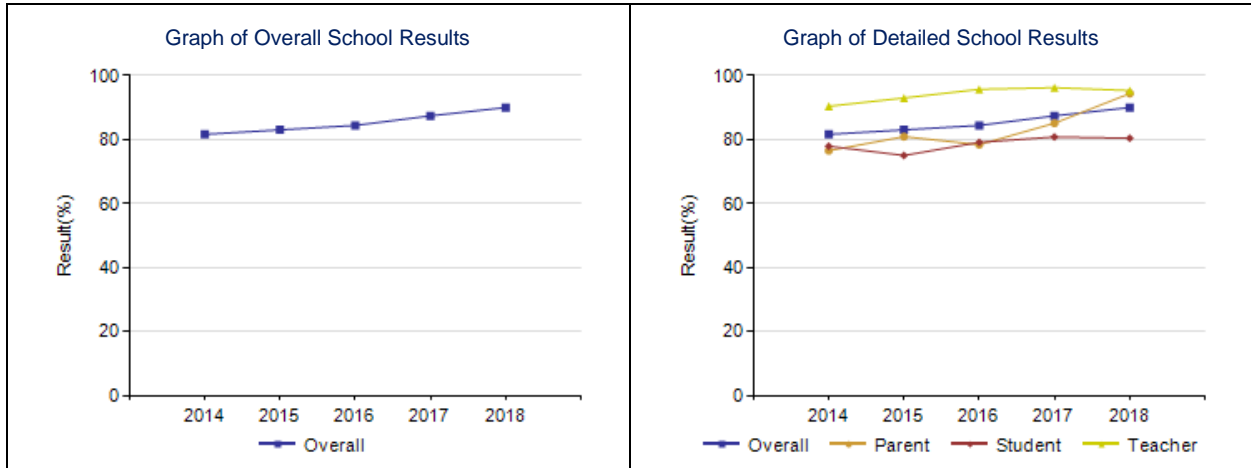
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	81.6	83.0	84.4	87.4	90.0	84.8	84.8	84.8	83.6	85.7	81.3	81.3	81.9	81.9	81.8
Teacher	90.4	93.0	95.7	96.2	95.3	91.5	94.0	94.1	92.6	91.9	87.5	87.2	88.1	88.0	88.4
Parent	76.5	80.9	78.4	85.1	94.4	83.0	79.9	80.3	81.8	82.6	79.9	79.9	80.1	80.1	79.9
Student	77.9	75.0	79.1	80.8	80.4	79.9	80.6	80.0	76.3	82.5	76.6	76.9	77.5	77.7	77.2



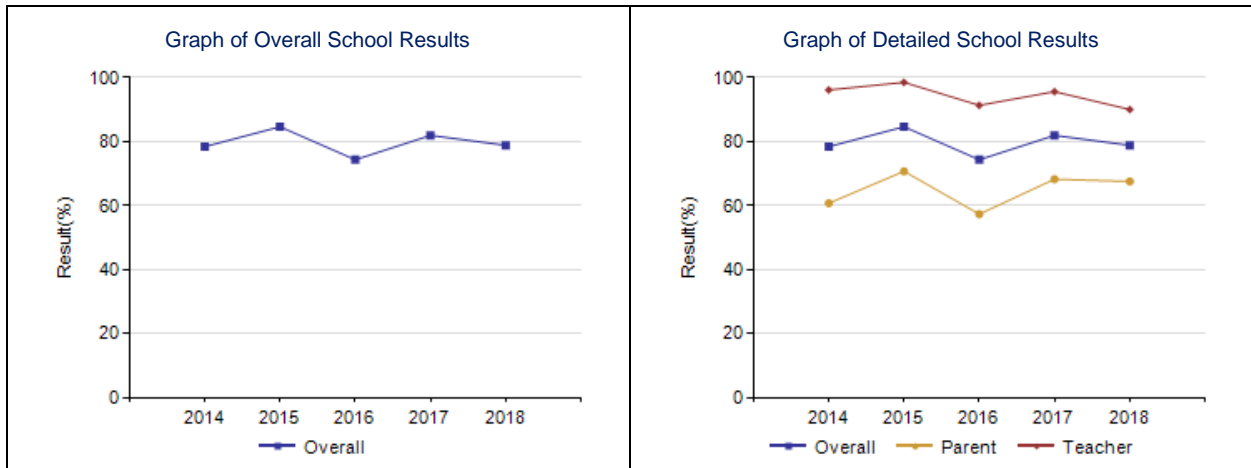
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	78.4	84.6	74.3	81.9	78.8	82.6	83.0	75.4	82.5	82.0	80.6	80.7	80.9	81.2	81.2
Teacher	96.1	98.5	91.3	95.6	90.0	93.2	93.4	89.4	91.4	89.7	88.0	88.1	88.4	88.5	88.9
Parent	60.7	70.7	57.3	68.2	67.5	71.9	72.7	61.5	73.6	74.3	73.1	73.4	73.5	73.9	73.4



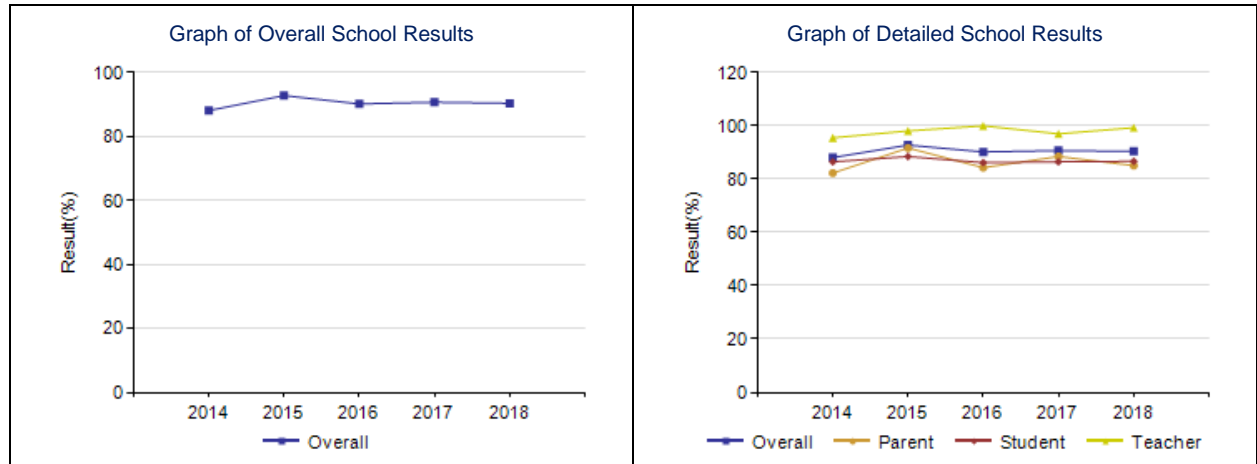
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	88.1	92.8	90.2	90.7	90.4	90.2	91.3	88.7	91.3	91.8	89.2	89.5	90.1	90.1	90.0
Teacher	95.5	98.1	100.0	97.0	99.3	96.8	97.9	97.7	97.8	98.2	95.5	95.9	96.0	95.9	95.8
Parent	82.3	91.7	84.3	88.5	85.1	87.6	88.8	83.5	89.4	88.7	84.7	85.4	86.1	86.4	86.0
Student	86.5	88.5	86.2	86.5	86.7	86.1	87.1	85.0	86.7	88.6	87.3	87.4	88.0	88.1	88.2



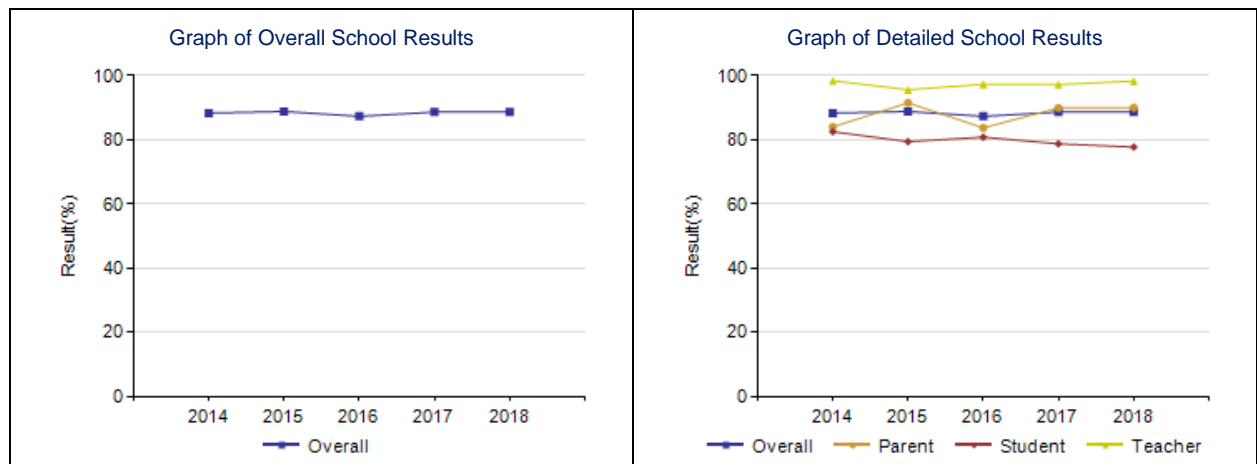
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	88.3	88.8	87.3	88.6	88.7	89.1	89.7	88.2	89.4	90.6	89.1	89.2	89.5	89.5	89.0
Teacher	98.4	95.6	97.3	97.2	98.3	97.2	96.1	97.6	96.9	97.9	95.3	95.4	95.4	95.3	95.0
Parent	84.0	91.5	83.7	89.9	90.0	88.1	90.1	86.9	90.6	90.4	88.9	89.3	89.8	89.9	89.4
Student	82.5	79.4	80.8	78.7	77.7	82.0	82.8	80.1	80.7	83.4	83.1	83.0	83.4	83.3	82.5



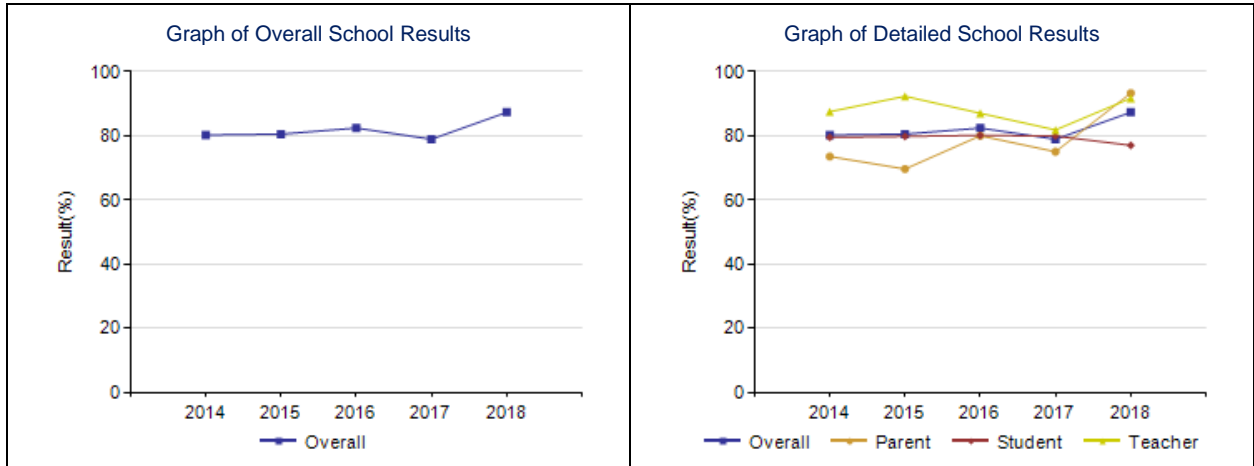
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	80.2	80.5	82.4	78.9	87.3	82.8	83.8	81.4	81.9	85.0	79.8	79.6	81.2	81.4	80.3
Teacher	87.5	92.3	87.0	81.8	91.7	87.6	88.4	91.2	82.8	87.3	81.3	79.8	82.3	82.2	81.5
Parent	73.5	69.6	80.0	75.0	93.3	81.5	80.1	73.6	81.1	83.4	77.0	78.5	79.7	80.8	79.3
Student	79.5	79.8	80.1	79.9	77.0	79.2	82.9	79.4	81.7	84.4	81.2	80.7	81.5	81.1	80.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.